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ABSTRACT

This booklet is designed to assist teachers and/or coordinators of vocational/technical programs in the organization and operation of local advisory councils. It contains guidelines, directions, and sample materials that can be appropriately modified as the situation requires. Contents include a description of the purpose of advisory councils and information on types of vocational advisory councils. Guidelines for selection of the membership of a local advisory council cover composition of the council, term of service, organizing and conducting advisory committees, meetings, and showing appreciation. Samples of these types of materials are provided: letter of invitation, letter announcing official appointment, checklist for preparation of council meetings, notice of council meetings, agendas, memorandum for the record, minutes of meetings, guidelines for meetings, certificate of appreciation, and press release. A brief section on program reviews--one of the most significant functions of an advisory council--includes a sample of a program review checklist. Recommendations for effective use of local vocational education advisory councils conclude the booklet. (YLB)

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GUIDELINES FOR THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF SEX EQUITY PROGRAMS

ED297130

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STATE BOARD FOR VOCATIONAL EDUCATION

GUIDELINES FOR THE DEVELOPMENT, IMPLEMENTATION AND OPERATION OF SCHOOL VOCATIONAL EDUCATION COUNCILS

1987

Office of the State Director for
VOCATIONAL EDUCATION
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Preface

The reason for developing this booklet is to assist teachers and/or coordinators of vocational/technical programs in the organization and operation of local advisory councils. Individuals have different organizational and administrative styles. As the result, individuals may choose to use this resource selectively. The goal is to get such councils operational. It is in the interest of all of those involved in vocational/technical training to document the reality of such resource groups. The people who will ultimately benefit are the students. More relevant curricula, exposure to people in industry, and placement assistance can be just some of the benefits.

Acknowledgements

This booklet was developed by the staff of the Office of the State Director for Vocational Education (OSDVE). It was influenced by the thinking and concerns of the State Council on Vocational Education, the Department of Education, and the University of Hawaii Community Colleges among other groups.

Introduction

Advisory councils have been an important part of vocational education throughout its history. For over 50 years, vocational educators have made use of the skills, knowledge and experience of employers and those employed to enhance the quality of their teaching and advisement in technical, occupational areas. There is a good deal of normative literature in the area of the need for and the importance of advisory councils. It is an inherent assumption of the guide that advisory councils make logical sense and do not involve all of the bother or extra work that many teachers would seem to feel exist in their creation or operation.

Despite all of the emphasis and support for the formation and use of advisory councils, they have been less than effective than one would hope. They frequently exist largely on paper and meet informally and irregularly if at all. This lack of demonstrated performance has been due to confusion and ambiguity regarding their intended functions. Specific reasons cited for the ineffectiveness of such councils vary. However, there are common threads. Reasons frequently given include the belief that (1) Many vocational educators apparently fail to see the "value" of advisory groups; (2) Many vocational educators report that they have neither the time nor means to organize and plan meetings; (3) Some vocational educators seem uncomfortable in the leadership role required for such an endeavor; and (4) Many advisory council members do not understand their roles and functions in the development or improvement of vocational programs because of the lack of guidelines and direction which should be provided by the school staff.

In order to facilitate the efforts of persons charged with the responsibility for the development and implementation of those councils, this brief guide has been provided. It is hoped that by providing guidelines, directions and sample materials that can be appropriately modified as the situation requires, more advisory councils will effectively be utilized.

Purpose of Advisory Councils

Many successful vocational programs are effectively supported by advisory councils and technical consultants. The primary purpose of vocational advisory councils is to provide a resource and sounding board for teaching professionals, administrative staff, and governing boards. Specifically, vocational advisory councils are formed to help vocational instructors to (1) be familiar with what employment opportunities are available in the local region for the technical area in question; (2) know how students can best be trained to fill existing or projected skilled positions; (3) keep the program in conformity with existing industrial practices and standards; (4) identify on-the-job work stations for cooperative programs and part-time employment; (5) assist in the full-time placement of promising graduates; (6) assess existing instructional strategies; (7) assist in public relations efforts; and (8) Provide leverage to teaching professionals in the acquisition of adequate facilities and equipment. To further elaborate on how advisory councils are utilized, the following provides some reasons why establishing advisory councils make good sense.

1. Local Advisory Councils help keep the technical curricula of a region relevant. While state-wide Technical Committees, mandated by PL 98-524, address the evolving and generic skills necessary for successful job applicants in a given technical area, local advisory groups can address more regional concerns. The employment needs of a large city may not always be consistent with those of an isolated rural community.
2. By involving community leaders, business interests become "stake holders" in the school or college. The success or failure of a given program becomes a reflection on them. If the local FFA wins state-wide contests, local farmers can claim partial credit. If the local automotive trouble-shooting team is successful in competitions, the local advisory council can take pride in this community-supported achievement. The business sector will be more likely to offer technical advice and assist in fund raising if they feel they are involved, recognized as contributors, and will be benefactors of the program.
3. Local advisory council members can assist with placement of graduates. They are the group most likely to know the potential openings in their fields. If they are equally familiar with the skill, proficiency levels, and work habits of students enrolled in a related technical field, they can greatly facilitate the transition from the world of school and/or college to the world of work.
4. Local advisory councils can be a valuable resource in providing guest speakers from industry and arranging for relevant field trips. Their own experience can be used to embellish the simulated activity of the shop or laboratory. There may also be

sources of part-time jobs for students and/or cooperative education learning situations.

5. The professional staff can use the established expertise of the advisory council members to counsel administration or the governing board to acquire state-of-the-art or industry-standard equipment. The advocacy position of the teacher is, by its very nature, tainted with the suspicion of some self-serving motive. The advisory council member is, on the other hand, a person with special knowledge with a generally recognized amount of objectivity. His or her judgment is more difficult to question.
6. An advisory council provides a unique mechanism for derailing detractors of a program. If he or she doesn't like the direction that a training program is taking, the council provides that person a forum to air the grievance. If such a person declines to serve or offer assistance, he or she effectively abdicates the right to be critical in other settings. There are many other reasons for having a local Advisory Council among them being helping with the state plan, local educational agency application, or at public hearings.

Types of Vocational Advisory Councils

Vocational Advisory Councils may be organized at different levels and for various programs according to the needs and resources of the community and school. Advisory councils may be "program specific" where the size of the program and the availability of sufficient community resources permit. In smaller or rural schools a "school-wide council" with each program represented by at least one member is usually more practical.

A vocational advisory council, then, is a group of knowledgeable persons that serve as a useful communications link between the school or college and local business and industrial firms in the immediate community.

Selection of the Membership for Service on a Local Advisory Council

Composition of the Council

Advisory council members should probably be selected for the potential contribution that they can make toward the improvement of a program(s). Advisory councils organized on a "school-wide" basis usually have between eight to twelve members with each technical area in which instruction is provided representation. Those that are "program specific" usually have between three to five members. Advisory council membership should include representatives of labor and management and professional or technical association members. School administrators may or may not be included. To elaborate and expand on the types of groups that might be considered for inclusion in the membership, the following suggestions are offered.

1. Industry Representatives (entrepreneurs, managers, middle management, technicians and professionals as appropriate.)
2. Labor or Professional Association representatives where they exist for the specific industry or occupational field.
3. Members on the council should be represented by people in responsible or sensitive positions in their organizations.
4. In seeking labor and/or professional representatives, it should be borne in mind that one of the essential functions of a labor organization is to act as the authorized representative and spokesman for a certain group or category of workers. Therefore, a union or

professional organization will usually not be inclined to allow some outside party to designate an individual to represent their special or organizational interest. The union or professional group usually presumes that it will be allowed to designate its own spokesman or representatives. This is also professional courtesy. The preferred procedure is to formally request the appropriate organization to name a person to the committee. It is helpful to observe protocol and go through established channels. A simple phone call to a top officer of the appropriate organization will usually suffice and provide the appropriate professional courtesy. However, in certain situations such an exercise in protocol may not be necessary.

5. If the attendance area is large, consideration should be made at achieving some geographical balance.

Resource people from industry, education, the behavioral sciences, and other organizations in the community concerned with the employment and training, should be utilized as special consultants as the need arises.

Term of Service

Council members are usually appointed for one to three years. The length of service should be considered so that their duties will not constitute a burden as well as to permit others who are qualified and/or interested to also serve. However, there is no accepted convention on this matter. The terms of service of committee members might also be staggered so that new as well as experienced members may serve together in the interest of continuity.

Advisory council members serve without pay and they enjoy no legal/constitutional status. Their only reward is to see the fruits of their efforts turn into a successful, operating vocational program that benefits

students, the community and industry. They can provide invaluable support whether they serve formally or informally. However, they need to be properly utilized, motivated and recognized.

Samples of the items listed below are included in the following pages to help those charged with the creation and organization of such councils. Included are:

(1) A Sample of a Letter of Invitation

(2) A Sample of an Advisory Council Member Return Postcard

(3) A Sample Letter Announcing Official Appointment by Principal or Provost

Institutional Letterhead **SAMPLE**

Date

Name
Address

Dear _____:

(Name of school or college) is in the process of involving persons with special expertise and experience for the purpose of improving our vocational/technical education programs. Because our public schools have to provide every student with an opportunity to obtain occupational skills if they so desire, we are faced with some interesting problems in offering relevant courses. Due to the nature of these issues and their future impact on commercial productivity, international competitiveness and full employment, we are soliciting your assistance.

Our local vocational/technical education guidelines mandate that all occupational training programs organize and utilize advisory councils in the planning and monitoring of these areas of instruction.

May I take this opportunity to invite you to become a member of our local advisory council. Your willingness to assist will help us make better decisions concerning quality education for the young people in our community.

The return card provided is for your convenience. Please indicate your inclination to serve or not to serve and return it at your earliest convenience.

Sincerely,

Name of Division or Department
School/College

SAMPLE

Will you consider serving on the (automotive) advisory council?

_____ Yes _____ No

If yes, would you like to meet with a representative of our program to discuss the role of this advisory council and its purpose?

_____ Yes _____ No

Telephone number at which you can be reached for such a brief orientation should you desire one.

_____

SAMPLE

Institutional Letterhead

Date _____

Mr. Samuel Smith
Superb Food Services
1520 Koa Street
Honolulu, Hawaii 96813

Dear Mr. Smith:

The (name of school or college) takes great pleasure in welcoming you as a member of our working team. Your extensive background and experience in industry and your interest in the school qualify you as a most valuable member of our advisory team. We appreciate your willingness to provide public service in this manner.

Thank you for your interest in (name of school or college).

Very sincerely yours,

(Principal or Provost)
(School)

Organizing and Conducting Advisory Committees

As previously implied, the initial organization and orientation meeting of the advisory council should be preceded by a phone call and, ideally, by a personal visit to the potential participant. The first meeting of the members as a group is of prime importance in maintaining interest and ensuring the continued support of participants. If the first meeting is successful and well conducted, continued participation by the members is likely. However, if the first meeting seems without purpose and/or meaningful direction, the participation by members in the future will be haphazarded at best. Meetings scheduled towards the end of the work day and before the dinner hour are those best attended. The following checklist is presented to assist the responsible person in his or her preparation for the first orientation and organizational meeting:

1. Inform each member of the date, time, and place of the meeting in writing two or more weeks in advance. Follow-up with a phone call reminder a day or two before the meeting.
2. Invite the school administration, if it seems appropriate. In some cases, it may not be.
3. Prepare an agenda for the program if only for your own use.
   a. Welcome remarks by yourself or the school administrator
   b. Have members introduce themselves (if the council is large and took a while to form, you may not remember their names...usually, no problem)
   c. Briefly describe the school, its philosophy, and the objectives of the specific occupational program
   d. In a succinct manner, outline the roles and functions of the advisory council

e. Identify focus of this semester's work (e.g., curriculum review, analysis of adequacy of equipment, improved placement)

f. Adjournment. The meeting should last no more than an hour.

4. If possible, arrange for refreshments...coffee is usually sufficient.

There is no magic number of advisory council meetings that should be held each year, nor are there any rules that specify whether the meetings should be scheduled at regular intervals or called when needed. However, the most ideal practice is to hold a minimum of four meetings per year with provisions for additional meetings to be called as necessary. It should be well worth remembering that council members are busy people and assisting the educational community without compensation is probably not one of their highest priorities. The following additional suggestions are offered to facilitate a viable council operation:

1. The initial meeting of the advisory council should be held as soon as possible or not later than 30 days after members are identified and agree to serve.
2. Orient and familiarize the advisory council members with the most salient facets of vocational education. Provide members with all information that is needed to understand the program and the subject selected for study.
3. Plan advisory council meetings for specific purposes.
4. Provide advisory council members an opportunity to observe the program or programs first hand.
5. Keep advisory council members informed about decisions made and action taken regarding their recommendations. Provide a summary of problems addressed, actions taken, and results, so that council members feel their endeavors had a discernible and meaningful purpose.

As previously mentioned, advisory council meetings must be well organized and purposeful. The following "exemplars" are offered to provide guidelines for the organization and operation of a successful meeting:

Checklist for the Preparation of Council Meetings

Sample Notice of Council Meetings

Sample Agenda for Regular Council Meetings

Sample Agenda for a Course Content Advisement Meeting

Sample of Memorandum for the Record

Sample Minutes of Advisory Committee Meetings

Guidelines for Meeting

Checklist for the Preparation of Council Meetings

The instructor or coordinator:

1. Develops an agenda and identifies time, place, and date for the meeting.
2. Arranges for a room for the meeting.
3. Notifies the committee members of the meeting date and place through a written communication.
4. Notifies the department chairman, administrator, and others that might assist or be interested in the subject of the meeting.
5. Reconfirms room reservations a few days before the meeting.
6. Arranges for parking if necessary.
7. Checks on special equipment needed for the meeting (e.g., microphone, screen, and overhead projector).
8. Either call council members or have someone do it for you to remind them of the meeting. Many of us have bad memories.

9. Special problems to be brought up at council meetings should be discussed and, if necessary, researched by the professional teaching staff prior to the meeting.

SAMPLE

Institutional Letterhead

Date

Name
Address

Dear _____:

As a means of keeping you informed of the activities dealing with the program, I am forwarding you a copy of the Course Outline and program plans for the coming program year.

In reviewing the program plans, hopefully you will feel free to make any comments to help improve the instructional plan for the subsequent year.

Our second council meeting will be held in November at 3 p.m. in Room 120 of the Learning Resource Center.

The purpose of the meeting will be to:

1. Review program outline and instructional strategy
2. Consider the special problems facing the program alluded to in the first meeting.

Please call the school secretary at 222-0011 if you cannot attend.

Sincerely,

(Name)

SAMPLE

AGENDA

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Metals Technology Advisory Council Meeting

(Date)

3:00 p.m. Meeting Called to Order.....Instructor/Coordinator

(1) Report on the Safety Practices Observed in the Metal Shop

(2) Report on Status of Equipment and Tools on Hand with Particular Regards to Safety Considerations

(3) Discussion and Recommendations

(4) Other Business

4:00 p.m. Adjournment

* "Program specific" council

SAMPLE

AGENDA ITEMS FOR

AUTOMOTIVE TECHNOLOGY ADVISORY COUNCIL MEETING

3:00 p.m. Meeting Call to Order

- Informal review of last meeting's proceedings and activities*
- Presentation of proposed course content change in electrical systems

Analysis of change in this particular curriculum component

- New areas to be added in curriculum
- Areas in existing curriculum to be de-emphasized
- Areas in existing curriculum to be deleted

Items for Discussion

- Rationale for change
- Relevance for trouble-shooting contest
- Areas where technology has changed

4:00 p.m. Adjournment

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*This can be done through the use of formal "minutes" or a "memorandum for the record." The latter can be prepared by the person who presided at the last meeting. Few advisory council meetings are so formal and structured as to require the presence of a recorder and the preparation of formal minutes.

SAMPLE

Date

MEMORANDUM FOR THE RECORD

BY: John Doe
Agriculture Instructor

RE: Meeting of the Agricultural Advisory Committee of
Mountain Valley High School of September 30, 1986

All members introduced themselves. Principal Hiram Walker said a few words about the schools traditional commitment to excellence in agricultural education. Instructor Doe then provided a brief overview of the purpose and function of the advisory council.

The principal topic for discussion was this year's area of concentration. According to Instructor Doe, five new golf courses will be opening in the next two years within the school's present attendance area. At present, the school has no component in the agriculture curriculum regarding golf course maintenance and operations.

Developer Cris Asano, who is also a member of the council, offered to make a presentation at the next meeting regarding the kinds of jobs he will be needing on the two new courses he is developing. All agreed that such a presentation would be enough to provoke a meaningful discussion on the relevance of the present agricultural curricula.

LANAI COMMUNITY COLLEGE
VOCATIONAL EDUCATION ADVISORY COUNCIL

Minutes

April 28, 1987

SAMPLE

Members Present:

Adam Smith
John Omori
Laverne Williams
Shirley Template
Agustus Chun

Members Excused:

John Feltmore
Laverne Ikeda

Members Absent:

Todd Noll

Others Present:

Katherine Celebrado
Malcom Loo
Hazel McCord
Darth Chun
Hagar Lamir

Executive Secretary:

John Doe

Recorder:

Gloria Lorrin

Call to Order:

The meeting of the Lanai Community College Vocational Education Advisory Committee was called to order by Mr. Doe at 3:15 p.m. in room 214 of the Learning Resource Center of the College.

Introduction:

Everyone present introduced themselves.

Approval of the Minutes:

Mr. Smith reported that he was misinterpreted or may have misspoke himself at the last meeting. He said or intended to say the..."tractor was likely to run rampant," if not repaired and not..."run up the ramp." The minutes as amended were approved for the December 15, meeting.

Mr. Doe stated that the purpose of this meeting was to review the status of the major programs offered by the college.

Agriculture Representative

The representative of the advisory council in agriculture will visit the facilities of the college some time next month. The final task will be to compile an evaluation of equipment.

Automotive Representative

The instructor, recapped the present curriculum for Auto I and Auto II. He reviewed the present course outline and will make changes. His recommendations:

1. Smaller classes - 12 to 15 students

2. First year - diagnosis, familiarity with basic tools, and minor repair

Building Trades Representative

The representative inspected building under construction at south shore site last week. Suggestions for the program included:

1. Screening students for Building Trades classes

2. A requirement for "shop math"

3. A requirement for passing grades in Woods Technology for enrollment in Building Trades class.

Drafting Representative

The College's Drafting Program consists of Drafting Design I, Machine Drafting, and Residential Architecture. Discussion was held on the equipment used for the drafting courses. Generally, the equipment is in good shape. It was noted that materials are stolen from the desks due to the

widespread duplication of keys for the classroom. The size of the drafting tables are too small to handle larger size drawings and are not adjustable. Also, many students do not have the opportunity to use drafting machines.

Discussion was held on drafting. Basically, the student needs to learn projections, standard lettering, neatness and consistency. In addition, the student should know how to use measuring equiment (micrometers, calipers, etc.), adding and calculating machines. The student also needs a working knowledge of metals and other building materials. Math, some trigonometry along with spelling are important. A prerequisite for Machine Drafting should be at least one course in Machine Shop. To assist Architectural Drafting, Building Codes and Basic Electricity should be included.

Electronics Representative

The representative feels that much of our lives today and in the future are centered around electronics and that students should be oriented in this direction the same as students taking college prep courses. It was felt that perhaps there is not enough material available in the lower grades to excite and encourage the students to go into the electronic fields. It was felt that possibly there could be more school assemblies on different phases of electronics which might be one way of getting to the students.

Other representatives will make reports at our next meeting.

Next Meeting:

The next Advisory Council meeting will be on Tuesday, May 26, at the same location.

Adjournment:

There being no further business, the meeting was adjourned at 4:45 p.m.

Respectfully Submitted:

John Doe
Executive Secretary
Lanai Community College
Vocational Education Advisory Council

Basic Guidelines for Meeting Procedure

1. The purpose of guidelines is to facilitate action. Roberts Rules of Order need not be rigorously enforced.
2. The majority prevails in areas where it has legitimate authority but never when the "natural rights" of any individual are threatened.
3. The minority must be heard. In any democratic setting it is presumed that the minority will at some time and for some period become the majority.
4. Every proposition presented is entitled to full and free discussion within the reasonable limits of time and propriety.
5. The person presiding should guide the discussion to a purposeful resolution of the issue in question.
6. Courtesy should be extended to all in attendance.

Acknowledging Appreciation to Advisory Committee Members

To express appreciation to members of an advisory committee is one of the most important functions that educators can perform. It is a matter of professional courtesy. Generally speaking the simpler and more automatic you make the process, the more likely it is to get done.

Ways of Showing Appreciation

1. Records of meetings should identify relevant comments of members both for historical record and a matter of courtesy.
2. Reports at meetings by staff members describing action taken by as a result of recommendations.
3. Reports on correspondence to the organizations which reflect the efforts of the group.

4. Invitations to members of the council to visit school programs to gather a better understanding of the training effort when it does not materially affect the quality of the ongoing instructional program.
5. Public recognition of service of members at public meetings.
6. Certificates of service.
7. Invitations to members for commencement exercises.

SAMPLE

HAWAII STATE BOARD FOR VOCATIONAL EDUCATION

proudly awards this

CERTIFICATE OF APPRECIATION

to

_____

In recognition of time and dedicated service in furthering the education and training standards of the Architectural Drafting career field, and for professionalism displayed in the development and production of the National Occupational Competency Examination for Architectural Trades.

This certificate is awarded in behalf of the Office of the State Director for Vocational Education and the College of Education of the University of Hawaii.

July 1, 1987

_____
State Director for
Vocational Education

_____
Dean of the College of
Education, University of Hawaii

SAMPLE

Contact: NEWS MEDIA

(Indicate FOR IMMEDIATE RELEASE OR DATE OF RELEASE)

NEW TECHNICAL EDUCATION PROGRAM GETS GREEN LIGHT

(Name), the Vocational Education Advisory Council Chairman at (School or College), conducted the quarterly meeting of the school year on (date).

Ten of the twelve regular members representing the industries of general attendance area serviced by the educational institution were present.

It has been agreed that a Graphic Arts Technology program be initiated in the fall. Both the school administrators and committee members unanimously agreed that there are existing job opportunities for students in this technology. The School Board concurred. Industry will assist in the curriculum development and facilitate in the placement of successful students after their graduation.

Program Reviews

A general program review can be one of the most significant functions of an advisory council. Such an activity often leads to suggestions for program improvement. Program improvement is a major focus of PL 98-524 and in the view of many, is the most critical role of an effective advisory council. The advisory council may be involved in a variety of program review activities and resources. In conducting program reviews, the council should limit itself to those functions which it has legitimate and established experience. Consultants having special expertise in research and evaluation should be employed as necessary. The Council should not attempt to dictate curriculum or involve itself in ongoing evaluation procedures established by federal law governing vocational education.

A sample of a program review check list is provided herein.

SAMPLE

Program Review Questionnaire for Advisory Committees

Program Title: _____ Date _____

School/Campus: _____

Rate each statement on a scale of 1 to 5 as it applies to program quality. A rating of "1" would be the poorest quality and "5" would represent the highest assessment. If there is insufficient data on information on which to make a judgment, check the appropriate column.

	5	4	3	2	1	Insufficient Data	Comments
1. The program provides students with job entry skills required for relevant and skilled employment on graduation.							
2. The condition of the instructional equipment currently being used suggests adequate maintenance.							
3. The instructional equipment is "industry standard" and "state-of-the-art."							
4. Provisions have been made for replacing obsolete items of equipment which do not reflect current technology.							
5. Space allocation in terms of permanent facilities is adequate for the program.							
6. Safety of the student is considered as an essential element in the physical configuration of the facility.							
7. Guidance and counseling services are provided which make students aware of realistic career opportunities in the area under study.							
8. "Measurable objectives" have been defined for the program and a "time frame" for assessment provided.							

	5	4	3	2	1	Insufficient Data	Comments
9. Job opportunities currently exist for students completing the program.							
10. Describe the major strengths of program.	x	x	x	x	x		
11. Describe major weaknesses of program.	x	x	x	x	x		

Recommend "Do's" and "Don'ts" for the Effective Use of Local Vocational Education Advisory Councils

In order to further clarify the duties and functions of advisory committee members, a compiled listing of do's and don'ts from other state agencies are presented as additional referents for consideration. While it is a bit redundant with some information previously provided, a brief review may be helpful. Please note that these guidelines are not rigid but should be, hopefully, interpreted as providing hints to effectuate the functioning of an effective advisory council.

Do's

1. Seek out for commendation areas in which your schools or colleges are setting an example for others. Be primarily a fact-finding group, not necessarily a fault-finding group.
2. Include the "opposition" in. Invite those who disagree with your point of view to participate in the group. Try to get them to accept responsibility for actions taken by the group.
3. Be sure final recommendations are based as reasonably as possible on a factual foundation and represent the best consensus that can be obtained.
4. Plan definite avenues of action or alternatives leading to adoption of recommendations.

Don'ts

1. Initiate programs without, at least, "consulting" with your advisory council.
2. Take action within the realm of the designated functions of the advisory council without first consulting the group.

3. Permit councils to become "administrative" in their functions and exercise authority beyond their legitimate mandate.
4. Enter into employee-management controversies.
5. "Load" the council with known uncritical advocates of the school or your particular program.
6. Permit councils to advise on matters in which individual members may have a conflict of interest.
7. Fail to keep members informed of relevant facts pertaining to the program.
8. Fail to respect the council's time.
9. Ignore the council's recommendations without, at least, an adequate and well-articulated explanation.